

# How Will the Common Core State Standards Impact California's Special Education Students?

Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION

Tom Torlakson, State Superintendent of Public Instruction

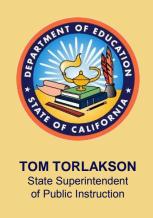


# What are the Common Core State Standards (CCSS)?

- National educational standards describing what students should know and be able to do in each subject in each grade.
- Since 2010, 45 states have adopted the same standards for English and math; these are known as the CCSS.

For more information see:

http://www.cde.ca.gov/re/cc/tl/whatareccss.asp



#### **Common Core State Standards**

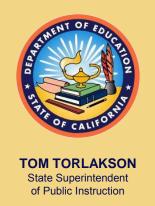
#### Benefits of CCSS:

- Internationally benchmarked
- Evidence and research-based
- Consistent expectations no matter where you live
- Opportunity for shared resources and reduced costs



### Impacts of the Common Core State Standards

- Will be used with all students in California
- The standards ensure student development of academic skills which will in turn prepare students for careers and postsecondary education
- Instructional practices and curriculum will need to be aligned to the standards and will impact the individualized education program (IEP) of special education students



### Impacts on the IEP

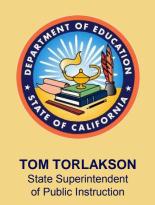
Student's Individualized Education Program include:

- Appropriate annual, standards aligned, academic goals (Education Code [EC] 56345)
- For student age of 16 or older, or as determined by their IEP team; an Individual Transition Plan (ITP) (EC 56341.5[e])
- Both annual academic goals and the student's ITP will need to be aligned to the CCSS



### Impacts on Statewide Assessment

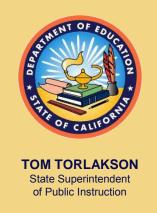
- Special Education students take statewide assessment exams.
- These have included:
  - California Standards Test (CST)
  - California Modified Assessment (CMA)
  - California Alternate Performance Assessment (CAPA)



#### **Aligned Assessments**

Multi-state consortia are currently developing CCSS aligned assessments to be implemented in the 2014–2015 school year

- The Smarter Balanced Assessment Consortium (SBAC) is developing a computer adaptive test that will contain built in accommodations. This assessment will be used with general education students including special education students who currently take the CMA (grades 3–8, and 11).
- The National Center and State Collaborative (NCSC) is developing the alternate assessment to be used with our most cognitively impaired students. This assessment may eventually replace the currently used CAPA assessment (grades 3–8, and 11).

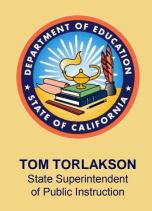


### Required Alternate Assessment

The Individuals with Disabilities in Education Act (IDEA) includes stipulations for the use of alternate assessment instead of a "regular" state assessment of student achievement (34 Code of Federal Regulations [CFR] 300.320).

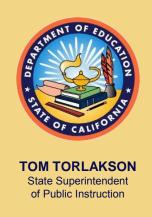
- The IDEA requires:
  - Alignment between the alternate assessment and alternate achievement standards (pre CCSS; met by CAPA Blueprints)
  - A description of benchmarks or short term objectives is to be included in the IEP (34 CFR) 300.320[a][2][ii])

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# Alternate Assessment Requirements

- The IEP team will determine whether the student must take an alternate assessment, and the IEP will document the following:
  - Why the student cannot participate in the regular assessment,
  - Why the particular alternate assessment selected is appropriate (34 *CFR* 300.320 [a][6][ii]).
  - This requirement is also in EC
     56345(a)(6)(B)(i)(ii).



#### **Contact Information**

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